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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FIRST SESSION

H. F. No. 1494

02/21/2019 Authored by Kunes-Podein, Runbeck, Daniels, Erickson, Edelson and others
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; requiring teacher preparation programs to include instruction
1.3 on dyslexia for all tiers of teaching licenses; requiring a report; amending Minnesota
1.4 Statutes 2018, section 122A.092, subdivision 5.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2018, section 122A.092, subdivision 5, is amended to read:

1.7 Subd. 5. Reading strategies. (a) All colleges and universities approved by the
1.8 Professional Educator Licensing and Standards Board to prepare persons for classroom
1.9 teacher licensure must include in their teacher preparation programs research-based best
1.10 practices in reading, consistent with section 122A.06, subdivision 4, that enables the licensure
1.11 candidate to teach reading in the candidate's content areas. Teacher candidates must be
1.12 instructed in using students' native languages as a resource in creating effective differentiated
1.13 instructional strategies for English learners developing literacy skills. These colleges and
1.14 universities also must prepare early childhood and elementary teacher candidates for Tier
1.15 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively, for the
1.16 portion of the examination under section 122A.185, subdivision 1, paragraph (c), covering
1.17 assessment of reading instruction.

1.18 (b) Board-approved teacher preparation programs for teachers of elementary education
1.19 must require instruction in applying comprehensive, ~~scientifically based~~ evidence-based,
1.20 and ~~balanced~~ structured reading instruction programs that:

1.21 (1) teach students to read using foundational knowledge, practices, and strategies
1.22 consistent with section 122A.06, subdivision 4, so that all students achieve continuous
1.23 progress in reading; and

2.1 (2) teach specialized instruction in reading strategies, interventions, and remediations
2.2 that enable students of all ages and proficiency levels to become proficient readers.

2.3 (c) Board-approved teacher preparation programs for teachers of elementary education,
2.4 early childhood education, special education, and reading intervention must include
2.5 instruction on dyslexia, as defined in section 125A.01, subdivision 2. This requirement
2.6 applies to all tiers of teaching licenses under sections 122A.181 to 122A.184. Teacher
2.7 preparation programs may consult with the Department of Education, including the dyslexia
2.8 specialist under section 120B.122, to develop instruction under this paragraph. Instruction
2.9 on dyslexia must be in conjunction with the knowledge and practice standards of the
2.10 International Dyslexia Association, and must address:

2.11 (1) the nature and symptoms of dyslexia;

2.12 (2) resources available for students who show characteristics of dyslexia;

2.13 (3) evidence-based instructional strategies for students who show characteristics of
2.14 dyslexia, including the structured literacy approach;

2.15 (4) best practices for assisting students and parents of students who show characteristics
2.16 of dyslexia; and

2.17 (5) outcomes of intervention and lack of intervention for students who show
2.18 characteristics of dyslexia.

2.19 ~~(e)~~ (d) Nothing in this section limits the authority of a school district to select a school's
2.20 reading program or curriculum.

2.21 **Sec. 2. REPORT.**

2.22 The Professional Educator Licensing and Standards Board must provide a preliminary
2.23 report to the members of the senate and house of representatives committees with jurisdiction
2.24 over educational issues on teacher preparation development under Minnesota Statutes,
2.25 section 122A.092, subdivision 5, paragraph (c), by